

My Body

K-3 The student will demonstrate an understanding of the distinct structures of the human body and the different functions they serve. (Life Science)

K-3.1 Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting.

Taxonomy level: 1.1-A Remember Factual Knowledge

Previous/Future knowledge: As with other indicators at this grade level, students will experience their first formal introduction to important science concepts. This concept will be explored further with animals in 2nd grade (2-2.2) when students begin classifying animals according to physical characteristics. Study of the human body will not appear again in science until 7th grade (7-3.1) when students will summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).

It is essential for students to know that the human body has distinct structures and that they serve different functions.

Walking To move on foot. We use our feet and legs to walk.

Holding To take or grasp something firmly and not let go. We use our hand(s), fingers, or arms to hold things.

Touching To gather information from objects through direct contact with the skin on the fingers, hands, or other parts of the body.

Seeing To use your eyes to identify objects.

Smelling To gather information with your nose.

Hearing To identify sounds with your ears.

Talking To use a particular language to communicate with people. Most people use their mouths to communicate but some use their hands and some even use a computer.

Tasting To determine flavor with the tongue or mouth. Bitter, salty, sour, and sweet are the four tastes the tongue can discern.

It is not essential for students to go beyond identifying these structures.

Assessment Guidelines:

The objective of this indicator is to *identify* structures of the human body used for the listed actions; therefore, the primary focus of assessment should be to recognize that humans have body structures responsible for walking, holding, touching, seeing, hearing, talking, and tasting.

My Body

K-3 The student will demonstrate an understanding of the distinct structures of the human body and the different functions they serve. (Life Science)

K-3.2 Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin).

Taxonomy level: 1.1-A Remember Factual Knowledge

Previous/Future knowledge: As with other indicators at this grade level, students will experience their first formal introduction to important science concepts. Students will use their senses when making observations in science. In 4th grade (4-2.3), students will study how humans and other animals use their senses and sensory organs to detect signals in their environments.

It is essential for students to know that there are five senses and that there are specific parts of the body (*sensory organs*) that are responsible for each of the five senses.

Eyes

- The sensory organs that see.
- They take in information (for example, shapes, colors, size or movements) about the world.

Nose

- The sensory organ that smells odors and is a big part of why a person is able to taste things.

Ears

- The sensory organs that collect sounds.
- The part of the ear that can be seen collects the sounds a person hears.

Tongue

- The sensory organ that aids in swallowing, tasting, and speaking.

Skin

- The sensory organ that covers and protects everything inside the body.
- The skin holds everything together.
- It also helps keep the body at just the right temperature and allows people to have the sense of touch (for example shape, texture, hardness).

It is not essential for students to go beyond identifying the functions of the sensory organs.

Assessment Guidelines:

The objective of this indicator is to *identify* the functions of the sensory organs; therefore, the primary focus of assessment should be to recognize the organs associated with each of the five senses.